

**THE INFLUENCE OF USING PICTURE DICTATION TOWARDS  
STUDENTS' LISTENING ABILITY AT THE FIRST SEMESTER  
OF THE EIGHTH GRADE OF MTs MUHAMMADIYAH  
SUKARAME IN THE ACADEMIC  
YEAR OF 2018/2019**

**A Thesis  
Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

**By  
AMANI CHARONG  
NPM. 1311040091**

Advisor : Prof Dr. Idham Kholid, M.Ag  
Co- Advisor : Rohmatillah, M.Pd

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN LAMPUNG STATE  
ISLAMIC UNIVERSITY  
2018**

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RADEN INTAN LAMPUNG STATE  
ISLAMIC UNIVERSITY  
2018**

**ABSTRACT**  
**THE INFLUENCE OF USING PICTURE DICTATION TECHNIQUE**  
**TOWARDS STUDENTS' LISTENING ABILITY AT THE**  
**EIGHTH GRADE OF MTs MUHAMMADIYAH**  
**SUKARAME IN THE ACADEMIC**  
**YEAR OF 2018/2019**

**By**  
**AMANI CHARONG**

The objective of this research is to find out whether there is a significant influence of using picture dictation technique towards students' listening ability at the eighth grade of the first semester of MTs Muhammadiyah sukarama in the academic year of 2018/2019. There were two variables in this research, the independent variable was picture dictation (X) and dependent variable was the students' listening ability (Y).

The research methodology was experimental method. The researcher dealt with two classes, they were experimental class and control class. In the experimental class, the researcher used picture dictation technique, whereas in the control class the researcher used shadowing technique. Each class received the same pre-test and post-test. The population of this research was the eighth grade of the first semester of MTs Muhammadiyah sukarama. The samples of this research were 2 classes that were 1D as the experimental class and 1H as the control class, consisting of 60 students. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the researcher used instrument in the form of listening to the text carefully and answer the questions. Before conducting the treatments, the students did pretest. After conducting the treatments, the students did posttest. After giving posttest, the researcher analyzed the data by using Lilliefors to computed independent sample t-test.

From the data analysis computed by using independent sample t-test, it was found that the result of t-test was 3.9. This result then was consulted to the score of  $t_{critical}$  (level of significance). In this case the level of significance 0.05 was 1.67-1.68. the score of  $t_{observed}$  was higher than  $t_{critical(0.05)}$ , ( $t_{observed} > t_{critical}$ ,  $7.1 > 1.67-1.68$ ) It means that  $H_0$  is rejected and  $H_a$  is accepted. Based on the computation, it can be concluded that there was influence of using picture dictation technique towards students' listening ability at the eighth grade of the first semester of MTs Muhammadiyah sukarama in the academic year of 2018/2019.

**Keywords :** *Picture Dictation Technique, Listening Ability.*





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

Title	<b>THE INFLUENCE OF USING PICTURE DICTATION TOWARDS STUDENTS' LISTENING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs MUHAMMADIYAH SUKARAME IN THE ACADEMIC YEAR OF 2018/2019</b>
Students' Name	Amani Charong
Students' Number	1311040091
Study Program	English Education
Faculty	Tarbiyah and Teacher Training

**APPROVED**

To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University  
Lampung

Advisor,

  
**Prof. Dr. Midham Kholid, M.Ag**  
**NIP: 196010201988031005**

Co-Advisor,

  
**Rohmatillah, M.Pd**  
**NIP: 198105082007102001**

**The Chairperson of**  
**English Education Study Program**

  
**Meisur, M.Pd**  
**NIP: 198005152003122004**





**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289**

**ADMISSION**

**A Thesis entitled: "THE INFLUENCE OF USING PICTURE DICTATION  
TAWARDS STUDENTS' LISTENING ABILITY AT THE FIRST SEMESTER  
OF THE EIGHTH GRADE OF MTs MUHAMMADYAH SUKARAME IN  
THE ACADEMIC YEAR OF 2018/2019". by: AMANI CHARONG, NPM:**

**1311040091, Study Program: English Education was tested and defended in the  
examination session held on: Monday, December 17<sup>th</sup> 2018.**

**Board of examiners:**

**The Chairperson : Iwan Kurniawan, M.Pd**

**The Secretary : Istiqomah Nur R., M.Pd**

**The First Examiner : M.Sayid Wijaya, M.Pd**

**The Advisor : Rohmatillah, M.Pd**

**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Prof. Dr. H. Chairul Anwar, M.Pd**  
**NIP. 195608101987031001**



## MOTTO

وَإِذَا قُالَ إِنَّ الْقُرْآنَ سَمِعُوا أَقْبُوا وَآلَ نَصِتُوا أَعْلَى الْقُرْآنَ تَقُولُ  
مَوْأً

When the Qur'an is read, listen to it attention, and hold your peace: that you may receive Mercy (Q.S. Al-A'raf: 204)<sup>1</sup>



---

<sup>1</sup> 1 Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, (New Delhi: Millat Book Centre, 2006), p. 321

## **CURRICULUM VITAE**

The researcher's name is Amani Charong. Her nick name is Ani. She was born in Saudi Arabia on Desember 25<sup>th</sup> 1994. She lives in Thailand. She is the first of Mr. A-azmi Charong and Mrs. Rubaidah Charong's children. She has one brother whose name is Anwar Charong, one younger brother whose name Irfan Charong, and four younger sister whose names are Afeeyah Charong, Ilham Charong, Efteesan Charong, and Arifna Charong.

She began her study at elementary school at Bankhautum School in 2002 and graduated in 2007. Then, she continued at secondary school of Prasanwittaya Mulniti School in 2007 and graduated in 2013. After that, she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in State Islamic University of RadenIntan Lampung (UIN), she joined with some organizations called PMMPI (Persatuan Mahasiswa Melayu Patani di Indonesia). She has joined since 2013 till now.

## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Picture Dictation Technique towards Students’ Listening ability at the Eighth Grade of the First Semester of MTs Muhammadiyah Sukarama in the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung, November 2018  
Declared by,

Amani Charong  
NPM. 1311040091



## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. A-azmi Charong and Mrs Rubaidah Charong who always pray for my success and support me to study hard until now. Thanks for all the motivation. I love them forever.
3. My beloved elder sisters, younger sister, and younger brothers; Anwar Charong, Afeeyah Charong, Ilham Charong, Efteesan Charong, Irfan Charong and Arifna Charong who always give me spirit and suggestion for my success.
4. My beloved friends, Fatihan Muleng, Pateemoh Muleng, Sainab Chewae, Munoh Samae, Mariyah Chedo, Suwaibah Ka-ong, Suhailah Sideh, Fadeelah Prachan, Yawareeya Lateh, Anisah Kasor and Rusda Seena who always support me to finish this thesis.
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6. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

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First of all, praise is to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers.

This thesis entitled “The Influence of Using Picture Dictation Technique towards Students’ Listening Ability at the Eighth Grade of the First Semester of MTs Muhammadiyah Sukarama in the Academic Year of 2018/2019.” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung (UIN). When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd., the chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung (UIN).
3. Prof.Dr. Idham Kholid, M.Ag, the first advisor and Rohmatillah, M.Pd, the second advisor, who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.
4. All lecturers of English Department of State Islamic University of Raden Intan Lampung (UIN) who have taught the researcher since the beginning of her study.



5. Haidir,M.Pd.I, the Headmaster of MTs Muhammadiyah Sukarama for allowing the writer to conduct the research.
6. English teacher of MTs Muhammadiyah Sukarama, Sari Irawati, S.Pd, for being helpful during the research process and giving suggestion during the research and the students at the first semester of the Eighth grade of MTs Muhammadiyah Sukarama for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the writer was conducting the research there.
7. The researcher's parents; A-azmi Charong and Rubaidah Charong, the researcher's My beloved elder sisters, younger sister, and younger brothers; Anwar Charong, Afeeyah Charong, Ilham Charong, Efteesan Charong, Irfan Charong and Arifna Charong who always give love and support for the researcher.
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11. The resercher's beloved Organization (PMMPI); Thanks of all to always give motivation and suggestions.

Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcome criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.



Bandar Lampung, November 2018  
The Writer,

AmaniCharong  
NPM.1311040091



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## CHAPTER I

### INTRODUCTION

#### **A. Background of Problem**

Language is used as a means of communication among human beings in order to establish social relation. Many countries have their own languages. There are different languages but they have the same objective, namely for communication tool.<sup>2</sup> By using languages, people are able to communicate one to another, to express their idea and thought in oral, in the written form or body language, and the people can take knowledge. By understanding what the other people say, there will not happen miscommunication and misunderstanding. The description above shows that language has a very important role for human life because language is used as a tool for communication. Of course, to understand the language, people should have ability about language.

There are many languages used by people in this world, one of them is English. English is the language which is considered as an international language because it is most widely used by all people in the world. English as an international language is widely used in some fields such as education, economics, politics, etc. According to Patel, English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects and also the

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<sup>2</sup> Sanggam, Siahaan. *The English Paragraph*. Yogyakarta; Condi Gebang Permai, 2008. Page. 1.



movement towards an international standard for the language. It is spoken all of the world.<sup>3</sup>

In other words, English as international language is one of the language used by people from different countries to communication each other. English is also needed to transfer knowledge because in this globalization era everything is using English, such as books of knowledge and high technology are written in English. Therefore, English as international language need to be mastered by people in the world.

In Indonesia, English as a foreign language has become a compulsory subject that is taught and learnt at junior high schools up to university level. According to school Based *Curriculum* or *Kurikulum Tingkat Satuan Pendidikan* (KTSP) for second grade of junior high schools, the students are expected to master four skills in English subject. They are listening, speaking, reading, and writing.<sup>4</sup> English has four language skills namely: listening, speaking, reading and writing, All of these skills were divided into receptive and productive skills of language. reading and listening are receptive skills, where as speaking and writing are productive skills.

Furthermore, the students who learned English are expected to master of receptive and productive skills of language. Listening has an important place in learning as it is one of the four major skills in language acquisition. Listening has been described as

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<sup>3</sup> M.F Patel, Praveen M.jain, *English Language Teaching Method ( Method, Tool, Tehnique)*, ( Jaipur: Sunrise Publisher and distributors,2008 ). Page. 6.

<sup>4</sup> Djamika, Agus, dan Ida, *Passport to the world 2*, Solo: PT Tiga Serangkai Pustaka, 2009. Page. 1.

the basic, most crucial skill in language learning.<sup>5</sup> It means that learn listening is important, because no matter how good and careful the speaker gives their thoughts and ideas in a clear and friendly ways, if the listener do not understand the receiving information, the communication will be misunderstood and failed. Like any other skill listening is also achieved through study and practice.

In view of language learning, listening is the way of learning the language.<sup>6</sup> It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Just like babies when they cannot speak, read, or write all they can do is listen. From listening they learn a language. There are many people who are good speakers but bad listeners and that will make the communication fail.

Listening is a process that the listener takes information from the speaker. According to Burley-Allen, “Listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic; acknowledging the talker in a way that invites the communication to continue; providing limited, but encouraging, input to the talker’s response, carrying the personal’s idea one step forward.”<sup>7</sup>

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<sup>5</sup> Joseph Siegel, *Exploring Listening Strategy Instruction through Action Research* (London: Palgrave Macmillan, 2015), Page. 23.

<sup>6</sup> I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), Page. 38.

<sup>7</sup> Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide* (2nd ed) (New York: John Wiley & Sons, Inc., 1995), Page.3.

That means that listener takes information from the speaker and it is responsibility of the speaker, she/he wants to accept and to response to the speaker's information or not. When the listeners do not listen, they cannot know what to do, they cannot know what to answer and the communication will stick. From the explanation, the researcher recognized that she cannot do anything without listening, because listening is the basic tool in communication.

Based on a preliminary reseach conducted a MTs Muhammadiyah Sukarame in the academic year of 2018/2019, the research conducted an interview with one of the English teachers there, Mrs.Sari Irawati,S.Pd. She said that the students there had low listening ability in English skills and motivation of the students to study English is still low. One of the skills is listening. The students have many problems in learning English because the students find difficulties to explain the information, they still lack of vovabulary, and students' listening problem are the students usually do not understand the materials, they still hard to find the main idea, the detail information and the inferences, and also they usually lazy and easy to get bored while listening. It's can looked based on the and learning in the class. The score is displayed in following the table:



**Table 1**

**Table of English Listening score at Eighth Grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.**

No.	Class	Students' Score		Number of Students
		<73	≥73	
1.	VIII A	19	11	30
2.	VIII B	16	14	30
Total		35	25	60
Percentage		58.3%	41.7%	100%

*Source: The data of Exposition English Listening Score of the Eighth Grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.*

Based on the table above, there are two class. It can be seen that there are 58% of 60 students failed in test based on the criterial of Minimum Mastery (KKM) and there are 41.7% of students passed in listening test. In this case, the standaerd score Criteria of Minimum Mastery (KKM) of the eighth grade at MTs Muhammadiyah Sukarame is 73. It showed many students did not get the target score which has been set by school. It is indicates that the students' listening ability is still low and should be increased.

Besides conducting an interview with the teacher, the researcher also got information about the students' listening ability by interview with some students of the eighth grade. They said that felt lazy and less motivated to learn listening. Besides, they also said that they felt bored of the method that was used by the English teacher in teaching listening. The teacher need another technique to increase the students' interest in listening and to help the students in listening process. It was supported by

writer's observation, in process of learning and teaching English, the teacher used Picture Dictation Technique.

There are some techniques in teaching listening, including picture dictation technique, story-telling and picture. In this case, to achieve the target of listening, the writer will use picture dictation for MTs Muhammadiyah Sukarame. One of them is picture Dictation Technique. Picture dictation technique is one of the techniques in teaching English. Picture dictation can be use by the teacher to student or student to student, teacher describes a picture to students who draw what they hear.<sup>8</sup> Picture dictation is one of new method in teaching listening through dictation, the students are asked by teachers to draw picture based on teachers explanation then they have to explain the picture based on their drawing. Although this technique seen as traditional technique it was seen as an effective technique that need to be broved the significance of using this Picture Dictation technique in teaching listening.

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<sup>8</sup> Adek Novria Warman, 2013 *The journal Significance of Using Picture Dictation Technique in Teaching Listening*, Page.1

The previous research was conducted by I A Km Krisna Dewi, entitled “ Improving students’ achievement in writing descriptive paragraphs by using picture dictation technique”. Based on the finding this technique is effective to be used in teaching writing. So, the researcher will try to use picture dictation technique in teaching listening. The research title is the influence of using picture dictation towards students’ listening ability at the eighth grade of MTs Muhammadiyah Sukarame.

### **B. Identification of the Problem**

Besed on the background of the problem above, the writer would like to identify the problems as follows:

1. Students’ vocabulary is still low.
2. Most of student still have problem in learning English.
3. The students motivation in learning listening is still low.

### **C. Limitation of the Problem**

From the identification of the problem above, the writer only focused on the use of picture dictation technique and students’ listening ability at the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.



#### **D. Formulation of the Problem**

The formulation of the problem in this research is “ is there any significant influence of using picture dictation towards students’ listening ability at the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019?

#### **E. Objective of the Research**

The objective of the research is to know and to describe the influence of using picture dictation towards students’ listening ability at the eighth grade of MTs Muhammadiyah Sukarame.

#### **F. Use of the Research**

1. Theoretically: to give information to English teachers about the influence of using picture dictation towards students’ listening ability at MTs Muhammadiyah Sukarame.
2. Practically: to give motivation to the students in learning English especially in using picture dictation towards students listening ability.

Hopefully, this research would be useful for the students, teacher, and the readers. The result was used as follows:

a. For the students

By learning listening using picture dictation, the students could take some new technique to learn English with fun. Furthermore, they could master new listening by picture dictation so they never feel bored and the objective of teaching would be achieved by the whole of the class.

b. For the teacher

This research is expected to give new information for the teacher in which can help the students to build their listening that always facing many problems in learning English. English teacher can use the technique in order to achieve the objective of English class.

c. For the researcher

By doing the research, the researcher hopes to know more about listening ability that will be useful for the future of her life. The researcher also gets knowledge and experience in finding a new technique in teaching English.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research was the students at the eighth grade of MTs Muhammadiyah Sukarama in the academic year of 2018/2019.

### **2. Object of the Research**

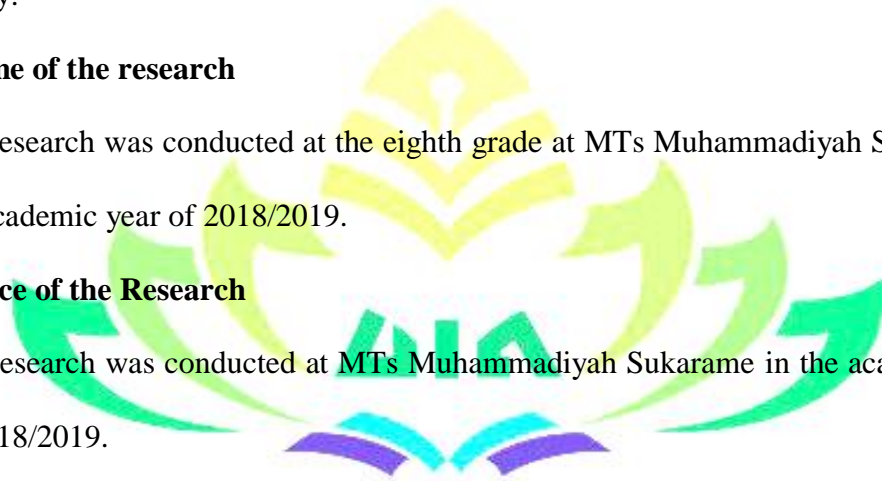
The object of the research was the use of picture dictation towards student's listening ability.

### **3. Time of the research**

The research was conducted at the eighth grade at MTs Muhammadiyah Sukarama in the academic year of 2018/2019.

### **4. Place of the Research**

The research was conducted at MTs Muhammadiyah Sukarama in the academic year of 2018/2019.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of Teaching English as a Foreign Language

Language is a set of rules used by human as a tool of their communication.<sup>9</sup> it seems that language is what people speak not what people write. Language is sets of habits. English in Indonesia is taught as the first foreign language and it is compulsory subject for the students to be learn starting from elementary school up to universitas. The students just learn English in the classroom and they just communivate with their teacher. Thus, English in Indonesia is a foreign language because it is not use in daily lives, and as local content in elementary school and a compulsory subject in junior high school to university level.

As the foreign language, English as a Foreign Language this is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country.<sup>10</sup> English is not easy to learn as stated by capt, Istopo, in Aprillina's thesis states, "Bahasa Indonesia has not yet achievent equivalent word for all English terms".<sup>11</sup> Furthermore, Setiyadi states, ' language teaching is influenced by ideas on the nature of language (language

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<sup>9</sup> Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, Page. 1.

<sup>10</sup> Jeremy Harmer, *How To Teach Writing* ( new York : Longman Publisshing, 2004b). Page. 39.

<sup>11</sup> Aprilina, *The Correlation Between Mastery Of Maritime English Vocabulary And Writing Ability Of The Nautical Departament Students' Of STIMARTAMNI* (Semarang 2008). Page. 9 A thesis. ( Unpublished).

theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in learning language will differ from one based on the assumption that learning a foreign language not same as learning a mother tongue. It may be argued that the actual teaching English in Indonesia may differ from the English teaching in malaysia or teaching English in USA. In which people sound learn English in condition where the language is used for communication in their daily lives.”<sup>12</sup>

According to Boey, the purpose of the teaching foreign language is to enable the students to use the language in communication.<sup>13</sup> It means that in learning English the teacher does not only give the student theory about English but also he has time for practicing in their communication whether written or spoken through English language instruction. To achieve the target, the English teacher should be able to motivate the students in the classroom.

Based on the atatement above, the writer assumes that teaching English as a foreign language is the teacher should prepare the material instruction and the application of teahniques well. Because language learning and teaching can be regarded as process, the first role is to facilitate the communication process between participant and the various activities.

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<sup>12</sup> Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, ( Yogyakarta; Graha Limit, 2006). Page.20

<sup>13</sup> Lim Kiat Boey, *An Introduction To Unguisties For The Language Teacher*, SEAMEQ (Singapore; University Press,1975). Page.3

## 2. Concept of Listening

### a. Definition of Listening

Listening is learning as habit which the students have to know and understanding the meaning. According to Machado, “Listening is a learned behavior, a mental process that is concerned with hearing, attending, discriminating, understanding, and remembering”.<sup>14</sup> It means that the students should be able to understand the context of the listening, and also the students can retell what the speaker is saying. Students with good listening will make some responds that they get the point of the speakers and it will make the conversation keep going on. On the contrary, students who do not have good listening skill will make the conversation stuck because they cannot listen well to reply the speakers.

According to Vandergrift, “Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills”.<sup>15</sup> It can be said that listening is involving the construction; retention and reaction to the information get from a listening material. In listening, students should process the received sounds in order to understand the speakers’ information. That statement is supported by Burley- Allen, he says that Listening is taking information from the speakers, other people, and ourselves, while remaining nonjudgmental and empathetic; acknowledging the talker in a way that invites the

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<sup>14</sup> Jeanne M. Machado, *Early Childhood Experiences in Language Arts: Early Literacy (10th ed)* (California: Wadsworth Cengage Learning, 2012), Page. 223.

<sup>15</sup> Lary Vandergrift and Christine C. M. Goh, *Teaching and Learning Second Language Listening* (New York: Roudledge Taylor and Francis, 2012), Page. 3.

communication to continue; providing limited, but encouraging, input to the talker's response, carrying the personal's idea one step forward.<sup>16</sup> It means that listening is the activity of paying attention to and trying to get meaning from what the students hear. Not only knowing the information but also responding the information that is given so the communication could continue. This statement is supported by Sarıçoban in Sevik; he says that listening is the ability to identify and understanding what others are saying.<sup>17</sup>

Listening goes through a process in which the listener gets what, in fact, the speaker says, representing and structuring meaning, establishing a negotiation in meaning (with the speaker), giving responses, building up meaning with the help of involvement, empathy and imagination.<sup>18</sup> The definition above tells us that listening is also giving response about what the students hear. Students can give response if they know the speakers tell about. If the students do not know what is listened then they cannot respond. So in listening students have to understand and get the main idea of what is listened.

Based on those theories above, listening is the ability of taking information not only just hearing but also knowing, understanding and giving responses to the talker in the

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<sup>16</sup> Madelyn Burley-Allen, *Listening the Forgotten Skill: A Self Teaching Guide (2nd ed)* (New York: John Wiley & Sons, Inc., 1995), Page. 3.

<sup>17</sup> Mustafa Sevik, *Teaching Listening Skills to Young Learners through "Listen and Do" Songs*, (New Jersey: Pearson Education, Ltd, 2012), Page. 11.

<sup>18</sup> Michael Rost, *Teaching and Researcher Listening (2nd ed)* (Harlow: Pearson Education Limited, 2011), Page. 2-4.



way that invites the communication to continue. Students can say that they listen if they can understand and give response to the talker.

Furthermore, there are two skills involved in listening they are:

a. Macro skill

In macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instruction or direction.

b. Micro skill

In micro skills, the listener has to interpret intonation pattern (e.g. recognize stress and rhythm), recognition sentence pattern (interrogative as request, imperative, e.g.: “Sit down!”), cohesive devices, e.g.: such as and which, detect sentence constituent, e.g.: subject, verb, object, and preposition), recognizing discourse marker (e.g.: well, oh, another thing is, now, finally), and getting the referential info (WH questions).<sup>19</sup>

Listening is about getting the understanding of the spoken statements or passage. In getting those understanding, there are many ways and purposes that include in the process of micro and macro. Macro skills are the essential parts of listening since this skill requires the listener getting the understanding by comprehending the whole idea in general such as identifying the main idea, identifying the specific information, and

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<sup>19</sup> Tri Lestari , *Increasing Students' Micro Skills Of Listening Through Drills At The Second Year Studentsof SMP Negeri3 Bandar Lampung*. Institution: Lampung University. Page. 2

identifying inference. It can be stated that in macro skill the students directly dealt with the topic discussion in getting the understanding.

Meanwhile, the micro skills aspect concern on how the listener getting the understanding of the spoken passage by identifying the small parts such as recognizing vocabulary, intonation patterns, discourse markers, getting the referential info (WH Questions) etc. in identifying the content of the spoken statements. Those elements of macro and micro are integrated each others to help the students understand the message of the spoken statements. However, concerning the focus of micro skill aspects the researcher believes that micro skills would become the gate for the students to be in the level of macro skills in which they listen and understand the topics as the whole idea.

#### **b. Concept of Listening Text Types**

Generally there are two types of listening text, those are dialogue and monologue. There are universally acknowledged to be the main types of oral comprehension. Most of the listening text should contain dialogues for general English Listening Test (ELT) course, as they are the significant part of authentic communication. But at high level of ELT the role of monologue ( presentation, report and lecture) is enormously increased.<sup>20</sup>

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<sup>20</sup> Kadagize, *Different Types of Listening Materials*, IBSU international Scientific journal, 2006, Page.148.

According to Mewald, text types and topics of the content of listening tests is related to the purpose of the listening or the strategies required to solve the task.<sup>21</sup> For example a listening test taker will hear a dialogue and will be asked to identify the purpose of the conversation which is required to the listening for main ideas. On the other hand, they might listen to an announcement to find out the platform number or the time of the event which focuses them on the Listening for main ideas, Listening for details, Listening and making inferences.

In summary, the listening text types are divided into two types those are monologue and dialogue text. Monologue is a spoken text that is delivered by one speaker and dialogue is a spoken conversation that delivered by two or more speakers. Both sometimes the monologue or dialogue text has their own capability to be used in a listening text, which depends on the purpose of the listening activity that will be used by the listeners.

### **c. The Purpose of listening**

As Brown categorizes three purposes of listening: listening for main ideas, listening for details, and Listening and making inferences.<sup>22</sup>

#### **1. Listening for main ideas**

Listening for main ideas mean that the listener wants to get the general idea of what is being said. The details are less important.<sup>23</sup> The question in listening for main ideas is

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<sup>21</sup> Claudia Mewald, Otmar Gassner and Guenther Sigott, *Testing Listening*, Universitas Klagenfurt, Klagenfurt, 2007, Page.6.

<sup>22</sup> Staven Brown, *Teaching Listening*, Combridge University Press, New York, 2006, Page.6.

<sup>23</sup> Steven Brown, Op. Cit., Page. 7.

the question generally of the text; those are main idea of the text, topic of the test, and conclusion of the text. The question are as follows:

a. Question that asking about the main ideas

1) What is the main idea of this text?

2) What are they talking about?

b. Question that asking about the topic of the text

1) What is the text about?

2) What does the text talk about?

3) What is the topic of the text

c. Question that asking about the conclusion

1) What can we infer from the text?

2) What is the conclusion of the text?

2) What does the text talk about?<sup>24</sup>

## **2. Listening for details**

Listening for details that the listener wants to get the detail information of what is being said. Listening for details is something we do every day. For example, we need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good.<sup>25</sup>

Listening for detail is question that is asking deeply and specifically about the text.

The questions consist of 5W + 1H; those are who, what, where, when,

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<sup>24</sup> Kent Ang-Zie, *TOEFL: Preparation and Practice Exam* (Sidoarjo: Genta Group Production, 2016), p. 12-13.

<sup>25</sup> Steven Brown, *Op.Cit*, p. 7



why, and how. The question are as follows:

- 1) Where did it happen?
- 2) When was that happening?
- 3) How could that happen?
- 4) Who was the story about?
- 5) What was happening?<sup>26</sup>

### **3. Listening and making inferences**

Listening and making inferences helps the students a sense of why they listen and which skill to use to listen better. It means that the speakers do not always say exactly what they mean. That is, important aspects of meaning are something implied rather than stated. Listening have to listen between the lines to figure out what really is meant.<sup>27</sup>

Listening and making inferences is finding the implicit meaning about the text. The speakers do not exactly say what they mean in the story; they imply. The listening and making inferences can be answered only if the students understand the story/text. The question in listening and making inferences are about suggestion/ advice, implication, purpose, title, and characters' view.

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<sup>26</sup> Kent Ang-Zie, *Op.Cit*, p. 12-13

<sup>27</sup> Steven Brown, *Op.Cit*, p. 7.

The questions are as follows:

a. Suggestion/ advice

- 1) What does the woman suggest?
- 2) What should the man do?

b. Implication

What is the purpose of the text?

c. Purpose

What is the purpose of the test?

d. Title

What is the best title of the text?

e. Characters' view; characters' feeling (satisfied, happy, sad, critical, etc.)

- 1) What's the speaker's impression about the event?
- 2) What does the speaker feel about it?<sup>28</sup>

Based on the statement above, listening is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information, and the inferences. In this research, the researcher focuses Listening for main ideas, Listening for details, Listening and making inferences on descriptive text.

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<sup>28</sup> Kent Ang-Zie, *Op.Cit*, p. 12-13.

### **3. Concept of Text**

#### **a. Definition of Text**

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.<sup>29</sup> It means that text is some sentences in written text and the reader can get information from the text.

#### **b.Types of Text**

Based on generic structure and language feature dominantly used in, texts are divided into several types. They are descriptive, narrative, recount, report, procedure, spoof, analytical exposition, news item, anecdote, hortatory exposition, explanation, discussion and review.

##### **1). Descriptive text**

Descriptive text is a text that describes a particular person, place or thing. The purpose of descriptive text is to describe people, place or something in specific.

##### **2). Narrative text**

A narrative text is kind of text appropriate to tell activities or events in the past which has purpose to amuse and give moral lesson to reader.<sup>30</sup>

The generic structures of narrative text are orientation, complication, evaluation, and resolution. While the language feature as follows focuses on specific participant, use

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<sup>29</sup> Sanggam Siahaan and kisno Shinoda. *Generic Text Structure*. (Yogyakarta:PT Graha Ilmu, 2008). Page.1

<sup>30</sup> Pardiyono. *Teaching Genre-Based-Writing*. (Yogyakarta: penerbit ANDI, 2010). Page. 94

past tense, use time connective and conjunction uses saying verb. The examples of narrative text are Cinderella, mouse deer and crocodile, and malin kundang.

### 3). Recount text

Recount text is to retell events the purpose of information or entertaining, events usually arranged in a temporal sequence.

Following is the generic structure of recount text:

- a. Orientation (provides information about situation)
- b. Record of events (present events in temporal sequence)
- c. Re-orientation (optional stage bringing the event in to present).<sup>31</sup>

### 4). Report text

Report text is used to describe and classify information. Informative reports usually talk or tell about living things like plants and animals and non-living things like rivers, mountains or oceans.

Following is the generic structure of report text:

- a. Classification of subject, (it introduces the subject of the report, general declaration of the report and the classification).
- b. Description (they are usually in paragraphs. They contain series of facts about various aspect of the subject).<sup>32</sup>

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<sup>31</sup> Otong Setiawan Djuharie. *Essay Writing*. (Bandung: Yrama Widya, 2009). Page.171

<sup>32</sup> Murkanto et al. *English on the sky for Senior high School Students Year XI*. (Jakarta, Erlangga, 2006). Page.135

#### 5). Procedure text

Procedure text is instruction how to do and how to make something through a sequence of step.<sup>33</sup>

The generic structures are goal, material, and steps. The language feature of procedure text are focus on general human agents, use simple present tense, often imperative, use mainly of temporal conjunction or numbering to indicate sequence, and use mainly of material process. The examples of procedure text are how to make sandwich, how to make a cup of coffee, and how to make an omelet.

#### 6). Spoof

Spoof text is text to tell an event with a humorous twist and entertain the readers. The Generic Structure are: orientation, event(s), twist.

#### 7). Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

#### 8). News item

News item is text to inform readers about events of the day which are considered newsworthy or important.

#### 9). Anecdote

Anecdote is a text to share with other an account of an unusual or amusing incident.

#### 10). Hortatory Exposition

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<sup>33</sup> Markanto Anderson and Kathy Anderson. *Text Type in English*. (South Yara: MacMillan Education, 2003). Page.51



Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

#### 11). Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

#### 12). Discussion

Discussion text is a text to present (at least) two points of view about an issue.

#### 13). Review

Review is a text to critique an art work or event for a public audience.<sup>34</sup>

Based on the explanation above, it can be conclude that there are many kinds of text in teaching listening. In this researcher focus on descriptive text.

### 4. Concept of Descriptive Text

Descriptive text is a text which describes person, place, or thing is like.<sup>35</sup> Similar to Wilbur who said that, descriptive writing is to create a clear picture or impression of person, place or object.<sup>36</sup>

#### a. Generic Structure of Descriptive Text

A descriptive text will consist of the following generic structure:

1. Identification: In this part introduces to the subject of the description

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<sup>34</sup> Nawang Sawitri, *Be Ready Paket Cerdas Lengkap Bahasa Inggris SMA/MA Kelas 10,11 dan 12.* ( IN AzNaBook: Yogyakarta, 2015), Page. 127-167

<sup>35</sup> Ibid. Page. 140

<sup>36</sup> Diane, A wilbur. *Composition: Model and Exercise*, (new york: Harcourt, Brace & World, Inc, 1966), Page .41

2. Description : In this part gives detail of the charecteristic feature of the subject. It may descripbe part, qualities, characteristics, size, physical appearance, ability, hobbit daily life, etc.<sup>37</sup>

**b. Language features of description are:**

1. Use of simple present tense
2. Use attributive verb and identifying od processes
3. Focus on object of the description.<sup>38</sup>

**5. Picture Dictation**

**a. Concept of Picture Dictation**

Picture dictation has been popular with learners of english as a foreign language. Picture dictation technique is success in teaching English language.<sup>39</sup> Picture dictation is a great activity; the fun of it all motivates even the most obdurate students. In summary, picture dictation is one creative way for the teacher to arrange creative activity for the students.<sup>40</sup> This technique is also effective because it integrates in all four skills of listening, speaking, reading and writing. Because of this kind of traditional teaching technique, in this paper I focus to show the significance of using picture dictation technique in teaching listening.

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<sup>37</sup> Nawang Sawitri, *Be Ready Paket Cerdas Lengkap Bahasa Inggris SMA/MA Kelas 10,11 dan 12.* ( IN AzNaBook: Yogyakarta, 2015), Page. 140

<sup>38</sup> Ibid. Page. 141

<sup>39</sup> Indriani,R. 2009. *The Effectiveness Of Using Picture Dictation In Improving Students' Speaking Ability At First Year Students Of Islamic Junior High School (Mtsn) Asamkumbang.* Padang: Institute For Islamic Studies IAIN IB. Unpublished Thesis. Page.

<sup>40</sup> khairunnisa dwinalida ,*Teaching Listening Comprehension Through Picture Dictation To The Tenth Grade Students Of Sma Islam Az Zahra Palembang,* Page. 7

Picture dictation technique is one of the techniques in teaching English. Picture dictation can be use by the teacher to student or student to student, teacher describes a picture to students who draw what they hear.<sup>41</sup> Picture dictation is one of new method in teaching listening through dictation, we have a fairly common communication game in which students' comprehension is checked by their ability to reproducce on paper the spatial and descriptive information that has been dictated to them.<sup>42</sup>

Picture dictation technique is an activity where the teacher, or a student, describes a picture to students who draw what they hear. Picture dictation targets several skills and learning styles.<sup>43</sup> Picture dictation requires very simple drawing done in respond to a simple teachers' instruction.<sup>44</sup> Dictation does not always have to involve writing sentences and paragraphs. Instead, students can do other activities based on what the teacher reads to them. For instance, they can complete a graphic organizer. Another possibility, described below, is to draw. The teacher finds or writes a description of a drawing. The description should include a great deal of detail. Relevant vocabulary and concepts can be reviewed in the discussion that occurs in Step 1 of the standard dictogloss procedure. Students listen to the description and do a drawing based on what they hear. Students compare drawings with their partners and make one composite drawing each pair. Students compare their drawing with the

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<sup>41</sup> Adek Novria Warman, 2013, *The Journal Significance Of Using Picture Dictation Technique In Teaching Listening*, Page.1

<sup>42</sup> Mutmainnah, Endah Nur Tjendani, Farhan Mushaf, *Picture Dictation Improving Listening Comprehension*, 2014, Page 3-4

<sup>43</sup> Adek Novria Warman, *The Journal Significance Of Using Picture Dictation Technique In Teaching Listening*, Page.7

<sup>44</sup> Heath Robert, *Teaching Oral English*. Singapore: Longman Publisher. 1988:44

original. Alternatively, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then do a drawing.<sup>45</sup> Picture dictation is listening activity where the teacher dictates a text to the students, and the students listen carefully, make a sum of theory if it is needed and then do a drawing. The use of picture is helping students to grasp the material better by recalling the earlier information. The picture dictations also provides the incomplete picture as students background knowledge in drawing activity based on teacher instructions.

Picture dictation is teacher can involve not only paragraphs or writing sentence, but also a graphic organizer. Students listen to the description and do a drawing based on what they hear. On the other hand, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then drawing.<sup>46</sup> From the stated statements above, researcher assumes that picture dictation is the technique where the students gathers the listening process by listening to teachers' instruction of spoken passage and do a drawing by following teacher instruction. In the picture dictation activity, students should not aware of being unable in drawing the picture perfectly. The focus of the activity would be on the right of the object placement based on the teacher's instruction.

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<sup>45</sup> Jannah (2015), *The Effectiveness of Using Dictogloss Technique to Improve Students' Listening Ability at the Eight Grade of Mts Al-Huda Bandung Tulungagung in Academic Year 2014/2015*, Page 27-28

<sup>46</sup> Jacob and Small, in Ogie Yudha Herlangga. *Improving Students' Writing Ability By Using The Dictogloss Technique At Class Viii D Of Smp Negeri 3 Ngaglik In The Academic Year Of 2011/2012*. Page.19-20

In line with the previous listening types to be improved, researcher focuses on how far students understand the message based on speakers' intention. In short, picture dictation means that the teacher dictates something to the students, they listen carefully, and they draw something on their paper based on teachers' instruction.

In my opinion, picture dictation is one of the techniques applied by teachers in instructional process especially in teaching listening. The procedure describes interesting texts to students, and the students listen the texts and draw the pictures or sketches.

Based on the explanation above, it can concluded that Picture dictation technique is a kind of technique for teaching listening. Many students said that listening is the most difficult skill. Because they rarely listen English texts or others listening material, and also they said that their teacher always use same technique in learning listening, so they feel bored and difficult to know what they listen. Students have to learn more about listening ability. Besides they have to improve the ability in listening, also more practicing and using in their daily live. So, the writer wants to know how is the implementation of picture dictation to improve students listening ability. The students are asked by teacher to draw picture based on the teacher explanations then they have to explain the picture based on their drawing.



## **b. Procedure of Teaching Listening Using Picture Dictation.**

The steps of Picture Dictation Technique are:

The teacher explain to the students that they are going to do a picture dictation, the teacher are going to describe a picture to them and that all they have to do is simply listen and draw what they heard.

1. The teacher dictates a description of a picture to the students. The students draw the picture based on the dictation.
2. The students describe the picture out loud based on their drawing.
3. The students compare their drawing to the right picture.<sup>47</sup>

## **c. Advantages and Disadvantages of Picture Dictation**

There are some advantages and disadvantages of using picture dictation in class activity.

### **1. Advantages of the Picture Dictation Technique**

- a) It is an intensive activity, which makes students concentrate. The teacher can keep good control of the class, so it is a suitable technique for large classes.
- b) It encourages 'using the context' if texts are properly chosen. Although it may not really develop 'independent' writing skills students do not have to express ideas in a written form or find ways of constructing sentences, it does encourage re-

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<sup>47</sup> I A Km Krisna Dewi, *Improving students' achievement in writing descriptive paragraphs by using picture dictation technique*, ( Jurusan Pendidikan Bahasa Inggris Universitas Pendidikan Ganesha Singaraja, Indonesia), p. .4.

reading, listening writing transfer skills, and of course spelling (in the widest sense: morphologically relevant elements as well as ‘ei’ or ‘ie’).

c) It helps develop listening as well as writing.

## **2). Disadvantages of the Picture Dictation Technique**

a) It may take up a lot of time in the class.

b) It is an unrealistic activity listening may be ‘word by word’ (though this does not need to be, and students should be encouraged not to listen word for word) and at an unnaturally slow speed.

c) It can be done quite mechanically, without real comprehension (this is debatable, and should be investigated.<sup>48</sup>

## **6. Shadowing**

### **a. Concept of Shadowing**

Shadowing is a training technique which is used to improve the interpreting skills.<sup>49</sup>

Shadowing is an active and highly cognitive activity in which learners track the heard speech and vocalize it as clearly as possible while simultaneously listening.<sup>50</sup>

Shadowing forms part of the training in listening and speaking for interpreters word-for-word repetition, parrot-style, of a message presented through headphones.

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<sup>48</sup> Khairunnisa Dwinalida , *Teaching Listening Comprehension Through Picture Dictation To The Tenth Grade Students Of Sma Islam Az Zahra Palembang*, Page. 7

<sup>49</sup> Mukminatus Zuhriyah, *Improving Students’ Listening Skill Through Shadowing*, Universitas Hasyim Asy’ari Tebuireng Jombang, Page. 32

<sup>50</sup> Yo Hamada, *An Effective Way To Improve Listening Skills Through Shadowing*, Akita University, Page.3-4

Originally this was part of the basic training for simultaneous interpreters. Both listening and speaking skills are acquired skills.<sup>51</sup> Shadowing was originally used for training interpreters. It is in the current decade that shadowing has captured language instructors' attention and been incorporated into teaching a foreign language.

Shadowing technique can be defined as a prompt process of verbal expression repetition, while repeating is an off-line task since it supplies learners with silent pauses to make the sounds. In addition, The repetition process incoming speech and controlling the shadowed material occupies many areas of the learners' brains, particularly the center of language. Nevertheless, shadowing technique actually is cognitive and active activities where the learners trail the heard speech and clearly verbalize it while listening continuously. Furthermore, the benefits of the shadowing technique are: Firstly, activating the process of bottom-up and top-down, Secondly, echoic memory is operated to maintain the incoming sounds information more precisely. Students are able to spend more time on analyzing the new information.

There are several varieties of shadowing. In the most common, *complete shadowing*, in which listeners try to shadow everything. *Selective shadowing* involves listeners selecting only certain words and phrases to shadow. *Interactive shadowing* is a combination of *selective shadowing* and a small conversation.<sup>52</sup> So, shadowing

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<sup>51</sup> Yasuyo Matsumoto, *How Far Can Shadowing Improve Listening Ability in English Classes?*, Akita University, 1992, Page.9

<sup>52</sup>Yo Hamada, *Improvement of Listening Comprehension Skills through Shadowing with Difficult Materials*, Akita University, Japan, *THE JOURNAL OF ASIA TEFL* Vol. 8, No. 1, Spring 2011, Page.141

technique is an activity wherein listener repeats or product speech coming in the second immediately. Shodowing technique is that the subject repeats what the speaker says and repeats one of them word by word or phrase by phrase. Shodowing can use materials from course book depend on the students' syllabus level in listening monologue forms.

### **b. Procedures of Teaching Listening Using Shadowing Technique**

#### Step Instructions

1. Listen to the passage
2. *Mumbling twice* (silently shadow the incoming sounds without text)
3. *Parallel reading* (shadow while reading the text)
4. Silently check understanding with the text (both English and Japanese translation) for 3 minutes
5. Shadowing three times
6. Review the text for 3 minutes, to clarify difficult sounds and meanings
7. *Contents shadowing* once (concentrate on both shadowing and the meaning)
8. Listening again.<sup>53</sup>

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<sup>53</sup> Yo Hamada , *Uncovering Shadowing As An EFL Teaching Technique For Listening: Learners' perceptions, self-confidence, and motivation*, Page.14

### **c. Advantages and Disadvantages of Shadowing Technique**

#### **Advantages of Shadowing Technique**

Shadowing has attracted language teachers' attention in Japan for its effectiveness in improving students' listening comprehension. Shadowing should not be regarded as just repetition of phonetics, but rather as an active and highly cognitive activity. Then, the initial motivation or learner's motivation is a key for improving listening comprehension skills through shadowing.

Shadowing technique conducts to four skills (listening, speaking, reading and writing) for one time event though only a skill which is most improved, namely, listening skill. For listening, students listen to audio and understand the meaning word or speaker.

#### **Disadvantages of Shadowing Technique**

The reality of shadowing must be. Checking while there are many ways to shadow. The use is not clear and effective. The series or model has been acquired. Did not study Explore or compare methods. It is more effective for different purposes. So finding a set of efficient processes is Required for language teachers in the classroom.<sup>54</sup>

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<sup>54</sup> Siti Fatimah, *Using shadowing technique in teaching listening to the eleventh grade students' of SMA AZ\_ZAHRA PALEMBANG*, Page.18



## **B. Frame of Thinking**

In learning activities, the teacher can do interaction with students as primary meaning of the learning process play an important role. Students got difficulties to express their ideas in descriptive text. Many teachers are still using old method, activity or technique, so the students feel tired and bored. Teacher needs proper technique or activity that can make the students easy to express their ideas. There are many methods, techniques or activities that can be used by teacher in teaching listening.

Considering the theories, the writer assumes that by using picture dictation technique in teaching listening. Using picture dictation will improve the students listening ability because Picture dictation is good technique to help students ability in Speaking, Listening, reading and writing. By picture dictation from the first up to systematically and apply in listening. Besides, picture dictation is one of motivation of English learner, make the students can generate idea well and also can develop all aspect.

From explanation above, the writer concludes that the classroom listening activities through picture dictation can be used to develop students' idea in listening, especially in descriptive text. Then, this activity can make the students interested to follow the lesson. They have fun. It can be useful for introducing a new topic or theme for them and the students can make a descriptive text correctly. Therefore, using picture dictation can give positive influence for the students' listening ability in descriptive

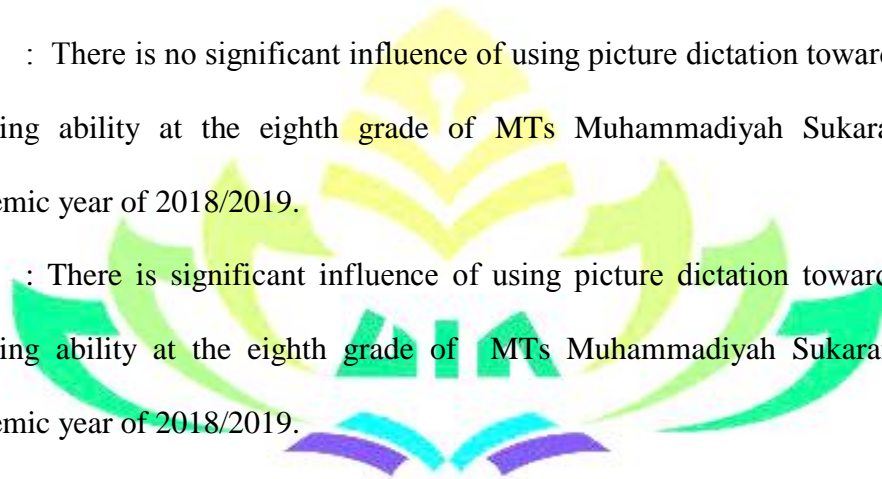
text because adiscriptive text needs imagination and feeling to describe a place or thing.

### **C. Hyphotheses**

The hyphotesis cocern of writer's formulates as follows; “ There is a significant influence of using picture dictation towards students' listening ability “. With the criteria are:

$H_0$  : There is no significant influence of using picture dictation towards students' listening ability at the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

$H_a$  : There is significant influence of using picture dictation towards students' listening ability at the eighth grade of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.



### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Research design

In conducting the research, the researcher applied quasi experimental pre-test and post-test control group design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter can not artificially create groups for experimental.<sup>55</sup> It means that the researcher choosed quasi experimental design becouse the reseacher randoms the class.

The researcher selected two classes, one was the control class and the other was the experimental class.

Based on explanation the researcher used two classes, one as experimental class and another as a control class. In experimental class, the researcher tought listening by using picture dictation as a technique, in control class the researcher teaches listening by using Shadowing technique of the eighth grade of MTs Muhammadiyah Sukarame. This research was be conducted to find out the result of the application of using picture dictation technique towards student' listening ability.

Where:

	G1 = T1	X	T2
	G2 = T1	O	T2

<sup>55</sup>J  
Qualitative

Qual Research: Planning and Conducting Quantitative and  
12, Page. 309.

G1 = T1 X T2

G1 : Experimental Class

G2 : Control Class

T1 : Pre- Test

T2 : Post- Test

X : Treatments by picture dictation

O : Treatments by Shadowing

### **B. Variable of Research**

Two kinds of variable are independent and dependent. Independent variables are

those the writer chooses to study in order to assess their possible effect on one or

more other variables. An independent variable is presumed to affect ( at least partly

cause) or somehow influence at least one other variable. The dependent variable

“depends on” what the independent variable does do it, how it affects it.<sup>56</sup> In this

research, picture dictation is independent variable and students’ listening ability is

dependent variable.

1. The independent variable in this research is picture dictation as variable (X).

2.The dependent variable in this research is students’ listening ability on descriptive

text as variable (Y).

### **C. Operational of Variable**

The operational definitions of variable are as follows:

1. The independent variable (X)

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<sup>56</sup> Sugiyono, *Metode Penelitian Pendidikan (pendekatan kuantitatif, dan R & D)*, (Bandung: Alfabetha, 2013), p.42.

Picture dictation is a kind of technique for teaching listening. The students are asked by teacher to draw picture based on the teacher explanation then they have to explain the picture based on their drawing.

## 2. The dependent variable (Y)

The students' listening ability is the ability to construct and understand meaning from the information that have heard with their background knowledge and relate it in some ways including the main idea, the detail information, and the inferences. In this research, the researcher focus Listening for main ideas, Listening for details, Listening and making inferences on descriptive text.

## D. Population, Sample and Sampling technique of the Research

### 1. Population of the Research

Population is a group of individuals who have the same characteristic.<sup>57</sup> Therefore, the population of the research is the students at the eighth grade at MTs Muhammadiyah Sukarama in the academic year of 2018/2019. Total number of population are 60 students consist of two classes. The distribution of the population of the research can be seen in the following table:

**Table 2**  
**Total number of the Eighth Grade Students of MTs Muhammadiyah Sukarama**  
**in the Academic Year of 2018/2019**

	Class	Gender	Total
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<sup>57</sup> John W. Creswell, Educational Research : Planning, conducting and evaluating quantitative and qualitative research 4<sup>th</sup> ed, (Boston: Pearson Education, 2012), Page. 142.



		Male	Female	
1	VIII A	14	16	30
2	VIII B	14	16	30
<b>Total</b>				60

*Source: Documentation at the eighth grade students of MTs Muhammadiyah Sukarame in the Academic Year of 2018/2019*

## 2. Sample of the Research

Sample is part of the number and characteristics possessed by the population.<sup>58</sup> It means the sample is a part of the population and important factor to consider in the study because the sample reflects and determines some distant sample is useful in making conclusions.<sup>59</sup> Based on the population above, the eighth grade consists of two classes that is VIII A and VIII B. The researcher chooses one of the classes as experimental class and the other one as control class.

## 3. Sampling Technique

To determine the experimental class and the control class, the researcher took the sample from the population of the research by using random sampling technique. As Hadi states that in cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure to use cluster random sampling can be uses with lottery, ordinal and randomly.<sup>60</sup> Additionally, Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.<sup>61</sup> The researcher conducts the research at the eighth grade. The

<sup>58</sup> Sugiyono, *Metode penelitian kuantitatif kualitatif dan R&D*, alfabeta, bandung, 2012, Page.81

<sup>59</sup> Punaji Setyari, M.Ed., *Metode penelitian pendidikan dan perkembangan*, Kencana Predana Media, Jakarta, 2006. Page. 43

<sup>60</sup> Sutrisno Hadi, *Metodelogi Riset*. (Yogyakarta: Andi Press, 2004), Page.24.

<sup>61</sup> Ag. Bambang Setiyadi, *Ibid*, Page.42.

eighth grade consist of two classes. The one class is an experimental class and the other one as control class.

The researcher used lottery to determine the sample. There are three procedures to take the classes as sample:

Step in determining the experimental class and control class as follows:

1. The researcher was written two names of classes in small piece of paper.
2. The paper was rolled and put into box.
3. The box was shook and the researcher takes two pieces of the rolled paper to be sample randomly. The first class as experimental class and the second class as control class.

#### **E. Data Collecting Technique**

In this research the researcher used the data which are take from:

##### **a. Pre-test**

Pre-test is used to ensure the equivalency of the experimental class and control class before conducting the treatment.

##### **b. Post-test**

Post-test is used to see if there are any statistically significant differences on students listening of descriptive text through picture dictation. The test is done to gain the students listening score after treatment and to find out the influence of picture dictation in teaching listening of descriptive text.

#### **F. Instrument of the Research**

The research instrument is a tool to get data that will be used by the writer. In this research the writer used a test to get the data about listening ability by using picture dictation, the writer will be given listening test to the students.

The researcher makes instruments, they will get pre-test and post-test. The form of listening test is an instruction to make a descriptive text based on the topic given by the teacher. The topics of descriptive text for the pre-test and post-test are presented in the table. In this research, the researcher evaluates the students' listening based on aspects of listening, that is, Listening for details. In this research, the researcher focuses on descriptive text.

To know the influence of teaching listening by using picture dictation, the researcher will be given listening test to the students. The listening test will be divided into parts; pre-test and post-test. The form of listening test is an instruction to make a descriptive text based on the topic given by the teacher. The topics of descriptive text for the pre-test and post-test are presented in table:

**Table 3**  
**The Specifacation of the pretest before Try out**

Aspect	Subjects	Indicator	Items Numbers		Total
			Odd	Even	
1. Listening for main ideas	animal	Students can find the listening material.	1,3,5	2,4,16	6
2. Listening for details	Thing	Students can find the listening material.	7,9,11,13,15,23,25	6,8,10,12,14,22,24	14
3. Listening and making inferences	Plece	Students can find the listening material.	17,19,21	18,20	5
<b>Total</b>			<b>13</b>	<b>12</b>	<b>25</b>

*Source: Macmillan Education: Improve your Skill for advanced*

Based on table, the information of animal consists of 6 numbers, there are number 1,3,5, 2,4 and 16. The information of thing consists of numbers, there are 14 number, there are number 7,9,11,13,15,23,25,6,8,10,12,14,22 and 24. The information of plece consists of numbers, there are 5 number, there are number 17,19,21, 18 and 20. Thus, the total number is 25.

**Table 4**  
**The Specifacation of the pretest after Try out**

Aspect	Subjects	Indicator	Items Numbers		Total
			Odd	Even	
1. Listening for main ideas	animal	Students can find the listening material.	1,5,9,15	12	5
2. Listening for details	Thing	Students can find the listening material.	13,17,19	2,4,6,8,10,18,20	10
3. Listening and making inferences	Plece	Students can find the listening material.	3,7,11	14,16	5

		material.			
<b>Total</b>			<b>10</b>	<b>10</b>	<b>20</b>

*Source: Macmillan Education: Improve your Skill for advanced*

Based on table, the information of animal consists of 5 numbers, there are number 1,5,9,15 and 12. The information of thing consists of 10 numbers, there are number 13,17,19, 2,4,6,8,10,18 and 20. The information of place consists of 5 numbers, there are number 3,7,11,14 and 16. Thus, the total number is 20.

**Table 5**  
**The Specification of the posttest before Try out**

Aspect	Subjects	Indicator	Items Numbers		Total
			Odd	Even	
1. Listening for main ideas	animal	Students can find the listening material.	1,3,5	2,4	5
2. Listening for details	Thing	Students can find the listening material.	7,9,11,13,21,23,25	6,8,10,12,14,22,24	14
3. Listening and making inferences	Place	Students can find the listening material.	15,17,19	16,18,20	6
<b>Total</b>					<b>25</b>

*Source: Macmillan Education: Improve your Skill for advanced*

Based on table, the information of animal consists of 5 numbers, there are number 1,3,5, 2 and 4. The information of thing consists of 14 numbers, there are number 7,9,11,13,21,23,25, 6,8,10,12,14,22 and 24. The information of place consists of 6 numbers, there are number 15,17,19, 16,18 and 20. Thus, the total number is 25.



**Table 6**  
**The Specifacation of the posttest after Try out**

Aspect	Subjects	Indicator	Items Numbers		Total
			Odd	Even	
1. Listening for main ideas	animal	Students can find the listening material.	1,7,13	4,10	5
2. Listening for details	Thing	Students can find the listening material.	5,11,19	2,8,14,16,18,20	11
3. Listening and making inferences	Plece	Students can find the listening material.	3,9,15,17	6,12	6
<b>Total</b>			<b>10</b>	<b>10</b>	<b>20</b>

*Source: Macmillan Education: Improve your Skill for advanced*

Based on table, the information of animal consists of 5 numbers, there are number 1,7,13, 4 and 10. The information of thing consists of 11 numbers, there are number 5,11,19, 2,8,14,16,18 and 20. The information of plece consists of 6 numbers, there are number 3,9,15,17, 6 and 12. Thus, the total number is 20.

### **G. Scoring Procedure**

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikunto's

formula. The scores of pre-test and post-test calculated by using the following formula.<sup>62</sup>

Before getting the students correct points, the points were brought to the Muslich's formula for scoring the students' test. The ideal highest score is 100. The formula is as below:

$$S = \frac{N}{R} \times 100$$

Where:

S = the score of the test

r = the total of the right answer

n = the total of items<sup>63</sup>

## H. Research Procedure

There were three procedures that was done by the researcher, they were:

### 1. Planning

Before the researcher applying the research procedure, the researcher made some plannings to run the application well. There were some steps that should be planed by the researcher. The procedure of making planning of this research can be seen as follows:

#### a. Determining the subject of the research

The researcher determined the subject, in this phase the researcher chose the eighth grade students of MTs Muhammadiyah Sukarame as the subject of the

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<sup>62</sup> Harjanto, *Perencanaan Evoluasi Pengajaran*, ( Jakarta: PT. Rineka Cipta, 2011), Page.282.

<sup>63</sup> Indiansah, *The Influence of the Use of Picture towards students Prepositions of Place Mastery at the first Semester of the Eight Grade of MTs NU KRUI*, Lampung, 2007, Page.29.

research, one class was as the experimental class and the other one was as the control class. Experimental class was taught by picture dictation and control class was taught by Shadowing technique.

b. Preparing the Try out

The try out administered to know the quality of the test. The researcher prepared a kind of test (called try-out test) for pre-test and post-test was given to student of the eighth grade at MTs Mathla'ul Anwar Bandar Lampung. The total number of the test is 50 items. Then, the researcher evaluated the test items to get good items that used in pre-test and post-test.

c. Preparing the Pre-test

The researcher prepared a kind of test (called pre- test) that was given to the students. The pre-test is given to know the students' listening ability before being given the treatment. The researcher used the test instrument which has already been tried out and validated.

d. Determining the Material to be Taught

After giving pre-test to the students, the researcher determined the material to be taught to the students. The researcher chose the appropriate materials based on the syllabus. There were three meetings by using different materials related to listening comprehension.

e. Preparing Post-test

The researcher prepared a kind of test (called post-test) that was given to the students. The post-test was given to know the students' listening ability after being given the treatment.

## **2. Application**

After making the planning, the researcher tried to apply the research procedure that had been already planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave try-out to the class that was not chosen. The test was listening test that consist of 25 items for try-out pre-test and 25 items for try-out post-test with four alternative options answers is listening test. Try-out test was given in try-out class to evaluate the test items before used to pre-test and post-test items.
- b. In the second meeting, the researcher gave the pre-test to the experimental class and control class. This test was listening test. The total number of the test items was determined by the validity and reliability analysis of the try-out. After being determined by the validity and reliability, there were 20 questions for pre-test.
- c. In the third meeting, the researcher conducted the treatment in experimental class and control class; three times in experimental class and three times in control class; in experimental class the researcher conducted treatment by using Picture Dictation Technique and control class using Shadowing Technique.
- d. In the last meeting, the researcher gave post-test to the experimental class and control class. The test was listening test. The total number of the test items is determined by the validity and reliability analysis of the try-out. It means that

only the valid and reliable test items that are used in the pre-test. After being determined by the validity and reliability, there were 20 questions for post-test.

### **3. Reporting**

The last point was done the research procedure in reporting. They were three steps were done in reporting. The steps were as follows:

- a. Analyzing the data that were already received from try-out test.
- b. Analyzing the data that were already received from pre-test and post-test.
- c. Making a report on the findings.

### **I. Validity and Reliability of test**

#### **1. Validity of the Test**

##### **a. Content Validity**

Content validity concerns whether the test is good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that measure. In this research the test intend to measure students' listening ability of the eighth grade students of junior high school, the test is given to the students is the test that can measure students' listening ability which is based on what they have learn before based on the curriculum.

To get the content validity of listening test, the researcher tried to arrange the material based on the objective of teaching in the school based on the curriculum for the



eighth grade of MTs Muhammadiyah Sukarama Bandar Lampung for making sure that the instrument is valid.

### **b. Construct validity**

Best and Kahn say that construct validity was the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>64</sup> It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for listening ability. In this research, the researcher made a listening test that could measure the students' listening ability.

In this research, the researcher measured the students' listening ability in descriptive text. The researcher took score from listening's scoring rubrics. The researcher consulted the instrument to the English teacher of MTs Muhammadiyah Sukarama, Mrs.Sari Irawati S.Pd to make sure whether the instrument of the test was valid.

The instrument for the test based on the standard of content school that is taught in eighth grade of Junior High School. Therefore, the test was along with the standard of content. Because on the syllabus for eighth grade at first semester, the researcher used descriptive text as instrument of the test.

### **C. Internal Validity**

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<sup>64</sup> *Ibid*

An instrument has internal validity if every single instrument support the mission halistically. To know the validity, the researcher used Point Biserial Correlation formula as follows:

$$R_{pbis} = \frac{(M_p - M_t)}{SD_t}$$

- $R_{pbis}$  = Coefisient of the validity item  
 $M_p$  = The average score of the right answer  
 $M_t$  = The average of total score  
 $SD_t$  = Standard deviation  
 $P$  = Proportional of the students who get true answer  
 $Q$  = Proportional of the students who get wrong answer<sup>65</sup>

According to Sudijono the result of the test less than 0.3, this item is invalid. Therefore, an invalid item cannot be use to get the research the data. After the data calculated by using point Biserial Correlation, 20 items of 25 items for pre-test were valid. There were item number 1, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23. While the items for post-test, there were 20 items of 25 items for post-test were valid. There were item number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 16, 17, 18, 19, 20, 21, 22.

## 2. Reliability of the test

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<sup>65</sup>Anas Sudijono. Pengantar Statistik Pendidikan (jakarta : Rajawali Pers, 2012), Page.258.

Reliability means that the data can be reliable. Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula was used to know reliability of test is KR 20 ( Kuder Richardson ).

$$R11 = \left( \frac{k}{k-1} \right) - \left( \frac{s^2 - \sum p d}{s^2} \right)$$

Where :

R11 = The reliability coefficient of items

k = The number of item in the test

p = The proportion of students who give answer the item 1

q = 1-p

$\sum pq$  = Sum of p time q

$S^2$  = Variance of the total score

The criteria of reliability test are:

**Table 7**  
**The Level of Reliability**

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

The reliability of the pre-test in control class is 0.76. From the criteria of reliability, it can be drawn a conclusion that the result of reliability for pre-test has a high reliability.

The reliability of the post-test is 0.85. From the criteria of reliability, it can be drawn a conclusion that the result of reliability for post-test has a very high reliability.

## **J. Data analysis**

### **1. Normality Test**

To analyze the data, the writer used normality test to know whether the data were normally distributed or not so that the writer decided what type of test to be used to test the hypothesis of the research later. The normality test used to measure whether the data in the experimental class and control classes are normally distributed or not.<sup>66</sup> In this case, the writer uses *Lilliefors* test as follows:

a. The hypotheses for the normality test are as follows:

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

b. The test of hypothesis is follow;

1. Arrange the data samples from the lowest to the highest

2. Determine the score of Z from each data by using the following formula

$Z = \frac{(x_i - \bar{x})}{s} \sqrt{n}$  (each of the average and standard deviation of samples)

3. Determine the probability of each Z score with  $F(Z)$  by using:

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<sup>66</sup> Budiyono, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), Page.170

If  $Z > 0$ , then  $F(Z) = 0.5 + \text{table score}$

If  $Z < 0$ , then  $F(Z) = 1 - (0.5 + \text{table score})$

4. Count the cumulative frequency of each Z score ( $S_z$ )

$$S_z = \frac{Z_1, Z_2 \dots \dots \dots Z_n < Z_i}{n}$$

5. Determine the  $L_0$  score with the highest score compared to  $L_1$  score  
from the table of *Lilliefors*

c. The test criteria:

$H_0$  is accepted if  $L_{\text{observed}} < L_{\text{critical}}$ .

$H_0$  is refused if  $L_{\text{observed}} > L_{\text{critical}}$ .<sup>67</sup>

### b. Homogeneity Test

The homogeneity test is done in order to know the resemblance among the population. The homogeneity test used the test of two variances or fisher test.

Formula

$$F = \frac{s_1^2}{s_2^2}, \text{ where } S^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)}$$

F : Homogeneity

: The highest variance

: The lowest variance

a. The hypotheses are:

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<sup>67</sup>Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467

$H_0$ : The variant of the data is homogeneous

$H_a$  : The variant of the data is not homogeneous

b. The criteria of homogeneity test :

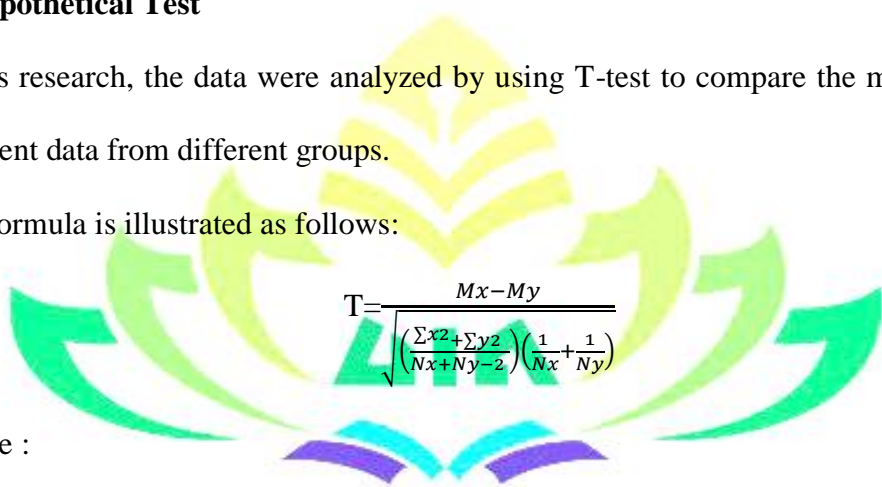
$H_0$  is accepted if  $F_{\text{observed}} < F_{\text{critical}}$

$H_0$  is Reject if  $F_{\text{observed}} > F_{\text{critical}}$ <sup>68</sup>

### c. Hypothetical Test

in this research, the data were analyzed by using T-test to compare the mean of two different data from different groups.

The formula is illustrated as follows:


$$T = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :

T : T-test

Mx : gain x

My : gain y

Nx : Number of students in the experimental class

Ny : Number of students in the control class

x : Deviation of each score x2 and x1

y : Deviation of each score y2 from mean y1

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<sup>68</sup>Ibid, Page. 250.



The hypotheses are:

$H_o$  = There is no any significant influence of using picture dictation towards students' listening ability at eighth grade students of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

$H_a$  = There is significant influence of using picture dictation towards students' listening ability at eighth grade students of MTs Muhammadiyah Sukarame in the academic year of 2018/2019.

While the criteria of the hypothetical test are:

$H_a$  is accepted, if  $t_{observed}$  is higher than  $t_{critical}$ , or (  $t_{observed} > t_{critical}$  ).

$H_o$  is accepted, if  $t_{observed}$  is lower than  $t_{critical}$ , or (  $t_{observed} < t_{critical}$  ).

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Data Description**

The researcher got the data in score form. The scores were derived from the test. There were at least two tests in this research, they were pretest and posttest. Before doing pre-test and post-test the researcher conducted try-out to students. The try-out was held on August 22<sup>th</sup> 2018. The try-out consisted of 25 items for each pre-test and post-test. The purpose of try-out was to know the validity and reliability of the test. The pre-test was held on September 7<sup>th</sup> 2018. Before doing post-test, the researcher did the treatments for experimental class by using Picture Dictation technique and for control class by using shadowing technique, the treatments were held three times on September 11<sup>th</sup> 2018 until September 25<sup>th</sup> 2018, and the last was posttest which was held on September 28<sup>th</sup> 2018.

#### **B. Research Procedure**

The research was conducted on September 5<sup>th</sup> 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the eighth grade of MTs Muhammadiyah Sukarama.
2. Designed the test which was the listening test.
3. Determined the sample of research by using cluster random sampling.

4. Held the try out test to know the reliability of the test and validity of the test, this was given to the students out of the research sample.
5. Held pre-test in order to know the students' Listening ability before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing Picture Dictation in teaching Listening.
8. Held post-test in order to know the students' Listening ability after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using Statistic formula.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

### **C. Result of the Research**

#### **1. Result of the Pre-test**

The analysis showed that the mean score of pretest in control class was 45.7. The highest score was 80 and the lowest was 20. The median score was 45. ( See appendix 28 ). While in the experimental class the mean score was 43.17. The highest score was 70 and the lowest was 15. The median score was 45. ( See appendix 28 ).

Based on the pretest result, the researcher found that the students in both experimental and control class could not catch the detail information from listening material well and they did not know what the text was about because they were hard

to focus on finding the detail information of the listening material which caused most of them got score below the KKM. This situation was completely the same as the data that the researcher got from Mrs.Sari Irawati,S.Pd. in the preliminary research where the students could not complete the listening task because they did not have any idea of the detail information from the listening material which was given by their teacher. ( See Chapter I, Page 4 ).

## **2. Result of the Post-test**

The analysis showed that the mean score of posttest in control class was 46.8. The highest score was 65 and the lowest was 25. The median score was 50. ( See appendix 28). While in the experimental class the mean score was 59.2. The highest score was 90 and the lowest was 35. The median score was 60. ( See appendix 28 ). According to the result of the posttest. It was found that the mean score of the experimental class which was taught using Picture Dictation technique was higher than the students in the control class which was taught using Shadowing technique.

The posttest result showed that the treatment which had been given to the experimental class was success to help the students increase their listening ability in understanding the detail information of the introduction oneself and other in monologue text form. Thus, Picture Dictation Technique could help the students in understanding the listening material.

## **D. Fulfillments of the Assumsition**

### **1. The Result of Normality Test**

The normality test used to measure whether the data in the experimental class and control classes are normally distributed or not.<sup>69</sup> In this case, the writer uses *Lilliefors* test as follows:

**Table 8**  
**Normality of the Experimental and control class**

Class	Pre-test		Post-test		Calculation
	L <sub>observed</sub>	L <sub>critical</sub>	L <sub>observed</sub>	L <sub>critical</sub>	
Experimental	0.137	0.161	0.152	0.161	Normal
Control	0.129	0.161	0.099	0.161	

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the writer used statistical computation by 'L<sub>observed</sub>' from the data gained, the L<sub>observed</sub> of each data was as follows:

L<sub>observed</sub> pretest of control class was 0.129

L<sub>observed</sub> pretest of experimental class was 0.137

The results above were to be consulted to *lilliefors* table. ( See Appendix 29 ) For 30 students, the score of L<sub>critical</sub> was 0.161. Finally, if L<sub>observed</sub> was  $\leq$  L<sub>critical</sub> , so the respondents were considered normal. While the score of normality test posttest of both control and experimental class were marked by L<sub>observed</sub> from the data gained, the L<sub>observed</sub> of each data was as follows;

L<sub>observed</sub> posttest of control class was 0.099

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<sup>69</sup> Budiyo, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), Page.170

$L_{\text{observed}}$  posttest of experimental class was 0.152

The results above were to be consulted to *lilliefors* table. ( See Appendix 29 ) the score of  $L_{\text{critical}}$  for 30 students was 0.161. Finally, if  $L_{\text{observed}}$  was  $\leq L_{\text{critical}}$ , so the respondents were considered normal. ( See Appendices 18-21 ). It means that the data was able to be brought to the parametric statistic. ( See Chapter III, Page 51 ).

## 2. The Result of Homogeneity Test

The homogeneity test used the test of two variances or fisher test.

**Table 9**  
**Homogeneity of Experimental and control Class**

	<b>The biggest Variance</b>	<b>The smallest Variance</b>	<b>F<sub>observed</sub></b>	<b>F<sub>critical</sub></b>	<b>Calculation</b>
Experimental	3745.44	2134.44	1.75	1.84.	Homogenous
Control	2420.64	2381.44	1.02	1.84.	

from the data gained, the homogeneity test of control class and experimental class was calculated using the *fisher text* ( See Chapter III, Page 52 ). The result of each calculation was consulted to the fisher table (See Appendix 31 ), it was also found that the F-critical of 0.05 ( 29.29) was 1.84. Thus, the  $F_{\text{critical}}$  was 1.84.

After analyzing the data, it was found that the  $F_{\text{observed}}$  in the experimental class was 1.75 and the  $F_{\text{observed}}$  in control class was 1.02, while the  $F_{\text{critical}}$  was 1.84. Therefore, she concluded that the data came from the homogenous data because the  $F_{\text{observed}}$  was lower than the  $F_{\text{critical}}$ . The data came from homogenous data provided  $F_{\text{observed}} < F_{\text{critical}}$



Finally it could be concluded that the data came from homogenous data. ( See appendices 22-24).

### 3. The Result of Hypothetical Test

the data were analyzed by using T-test to compare the mean of two different data from different groups.

The result of the T-test was 3.9 while the ( number of sample from both control and experimental classes subtracted by 2) was 58. So that result of level of significant 0.05 is 1.67-1.68. If  $t_{\text{observed}} \geq t_{\text{critical}}$   $H_a$  was accepted because  $3.9 \geq 1.67-1.69$ . So in this case,  $H_a$  was accepted. Then, it could be assumed that there was influence of using Picture Dictation technique to increase students' listening ability in understanding the detail information of introducing oneself and others text. (See Appendix 25-27)

From the explanation above, it could be seen that the listening score of the students after being treated by using Picture Dictation technique were higher than using Shadowing technique. It means that using the Picture Dictation technique was more helpful for the students to find the detail information of the listening task than the Shadowing Technique.

**Table 10**  
**The result of hypothetical test**

<b>T</b>	<b>Df</b>	<b>Significant 0.05</b>
3.9	58	1.67-1.68

### E. Discussion

The students' listening ability at MTs Muhammadiyah Sukarame have difficulties in learning listening, it is proven by the score of the students in preliminary research. There were 58.3% of the students who got the score under 73 the KKM. It means that the students' listening ability is still low and need to be increased. To solve the problem, the researcher applied picture dictation technique in teaching listening. Thus, the objective of this research is to know whether there is influence of using picture dictation technique towards students' listening ability at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in academic year of 2018/2019. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post test.

The research had been conducted sine August, 22<sup>th</sup> 2018 at 07:15 to 08:35, it begun by giving try out test to the students in eighth grade at MTs Mathla'ul Anwar as tryout class. The researcher prepared 50 test items as the instrument of the test items for pre-test and post-test. From 50 test items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the researcher used 20 question for pre-test and post-test.

Before conducting treatments, the researcher conducted the pre-test for experimental class on September, 7<sup>th</sup> 2018 at 14:10 to 15:20 am and control class on September, 7<sup>th</sup> 2018 at 08:55 to 10:05 am. In pre-test, the test items

consist of 20 items of listening test. The result of pretest was shown that the mean in control class was 45.7 and in experimental class was 43.7.

After conducted the pretest, the researcher conducted three times treatment. The first treatment was administrated on 11<sup>th</sup> September 2018 at 10:30 to 11:40 am. The lesson begun by greeting the students, introducing the researcher and checking their attendance and noticed that 4 students were absent. The next step is teaching learning process. Befoer applying the technique, the researcher gave material about Descriptive text. The topic in the first treatment is learning describing animal. Thus, the teaching and learning process was attended by 26 students. After opening the class, the teacher explained to the students about Descriptive text and examples.

As the marerial fully delivered, the researcher implemented picture dictation technique. The researcher explained the role of the technique to the students. The researcher gave two kinds example of descriptive texts to the students. Then, asked each students to read and think individually about the text. After 5-7 minutes the researcher asked the students to make picture dictation the text by using English. After that, the researcher asked each home group to come in from of class to explain the result of the discussion. In last activity, the researcher together with the students made conclusions of what they have learned. After that, the researcher evaluated the students by asking some question to some students randomly. Finally, the researcher closed the first meeting.

The second treatment was administrated on September, 18<sup>th</sup> 2018 at 10:30 to 11:40 am. The researcher did almost the same activity to begin the class as what the researcher did in the first treatment. But the learning material in the second meeting was about describing thing. In the second treatment, it was better than the first treatment, because the students knew the technique and material before the lesson began. The procedure of picture dictation technique was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administrated on September 25<sup>th</sup> 2018 at 10:30 to 11:40 am. The researcher held the activity as usual from beginning until closing. The activities in third meeting still same with the first and second meeting. The learning material in the third meeting was about describing place.

After finishing all treatments, the researcher conducted post test for experimental and control class. Both control and experimental classes were tested with the same test items, the post test was conducted for experimental class on September, 28<sup>th</sup> 2018 at 14:10 to 15:20 am and control class on September, 28<sup>th</sup> 2018 at 08:55 to 10:05 am. In post test, the test items consist of 20 items of listening test. The result of the post test was shown that the mean in control class was 46.8 and mean in experimental class was 59.2.

Based on the result of the pretest before Picture Dictation technique was implemented, the ability of students to know the detail information of listening

material was lower than after Picture Dictation technique was implemented. After getting the treatments and posttest was conducted, it was found that was difference between the experimental class and the control class. It could be seen from the mean in pretest score of control class was 45.7 and in the posttest was 46.8 while the mean of pretest score of experimental class was 43.7 and in the posttest was 59.2. it meant that the most improvement was in the experimental class. According to the result of the students pretest and posttest score, it showed that the students' posttest score was higher than pretest. After the researcher got the pretest and post-test score, the researcher used the data to find out gain score. Gain score was used to analyze the normality of data and it showed that the data were normal. After the data was normal, the researcher analyzed the homogeneity of the data based on the gain score and it showed that the data were homogeneous.

The result of the data analysis showed that the use of picture dictation technique in teaching listening seemed to be applicable for the eighth grade of MTs Muhammadiyah Sukarame. The technique made the students easier to memorizing and increase the listening. It means that this research enriches the previous research that was conducted by I A Km Krisna Dewi entitled *Improving Students' Achievement In Writing Descriptive Paragraphs By Using Picture Dictation Technique*. In the end of the thesis she said that the students made a better improvement in their writing ability after being taught by using picture dictation technique.

From the explanation above, it can be concluded that there is influence of using picture dictation technique towards students' listening ability at the first semester of the eighth grade of MTs Muhammadiyah Sukarame in academic year of 2018/2019.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research that was conducted in MTs Muhammadiyah Sukarama in the academic year of 2018/2019, the researcher might draw conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is a influence of using picture dictation technique towards students' listening ability at the first grade of the first semester of MTs Muhammadiyah Sukarama in the academic year of 2018/2019. Before and after being taught through picture dictation technique as seen from the result of t-test where the  $t_{\text{observed}}$  was 3.9 and the  $t_{\text{critical}}$  is 1.67-1.68. In other words,  $t_{\text{observed}}$  was higher than  $t_{\text{critical}}$  (  $t_{\text{observed}} > t_{\text{critical}}$ ,  $7.1 > 1.67-1.68$  ) ( See Appendix 27 )

#### B. Suggestion

Based on the conclusion above, the researcher put forward the following suggestions:

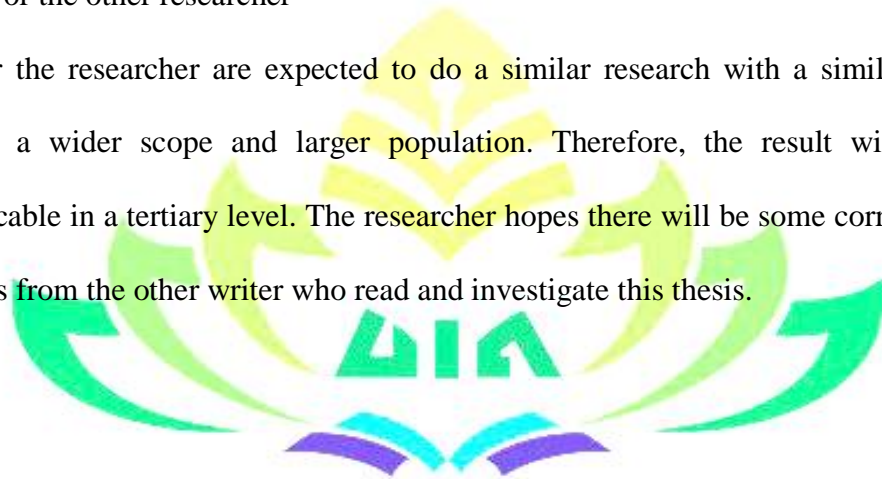
1. For the teacher
  - a. It is better to use picture dictation as one of technique to help the students in teaching learning listening ability because it can help by developing the understanding and the using but also make their active and enjoyable in the process teaching learning English.
  - b. The teacher should be able to choose the appropriate technique according to the skills and materials that are going to teach to the students.

2. For the students

- a. It is suggested that listening was an important thing in learning language because without listening nothing could be conveyed. So they should master listening in other to make English learning easier.
- b. The students must be active and have motivation to learn and practice their English at school or out of school.

3. For the other researcher

Other the researcher are expected to do a similar research with a similar topic by using a wider scope and larger population. Therefore, the result will be more applicable in a tertiary level. The researcher hopes there will be some corrections and critics from the other writer who read and investigate this thesis.



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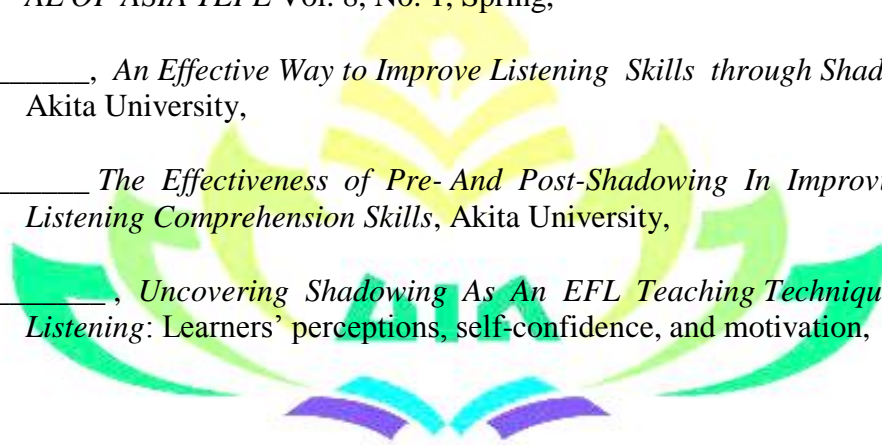
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## APPENDIX 1

### THE RESULT OF INTERVIEW FOR ENGLISH TEACHER

The following of interview the English Teacher:

No	Question	Answer	Conclusion
1	How long have you taught English?	I have been teaching English in this school since 2009	Based on the answer the teacher has taught English for 8 years
2	What strategy / technique you use to teach listening?	I do not use any specific methods / techniques in teaching. I just use the most common techniques used by other teachers in teaching listening is scaffolding Technique.	Based on the answer the teachers have used scaffolding Technique.
3	What are the problem in teaching listening.	The problem is the students desire to study English is low because they say that English difficult, and then their lack of vocabulary.	Based on the statement, The students have some problems in listening such as the desire to learn English, the students have lack of vocabulary.
4	How is the students ability in listening?	The students in listening is still very low. It because They still confuse about what the speaker says. Especially when they have to listen in a long monologue/ conversation.	Based on that answer, the students rarely practice their listening. So they still confuse to understand the materials.

5	Can you tell me your experience in teaching English especially for listening.?	There is nothing special.because the students usually do not understand the materials, the student are lazy and easy to get bored while listening in english.	Based on the statement,The students must be given stimulis and motivation to develop their listening ability.

